



**Race to the Top - Early Learning Challenge
Annual Performance Report**

CFDA Number: 84.412

*[State Name,
Report Year]*

Due: February 15, 2013



Performance Report: Cover Sheet

General Information

1. PR/Award #: _____
2. Grantee Name (*Block 1 of the Grant Award Notification*): _____
3. Grantee Address _____
4. Project Director Name: _____ Title: _____
- Ph #: (____) ____ - ____ Ext: (____) _____ Fax #: (____) ____ - ____
- Email Address: _____

Reporting Period Information

5. Reporting Period: From: ____/____/____ To: ____/____/____ (mm/dd/yyyy)

Indirect Cost Information

6. Indirect Costs
- a. Are you claiming indirect costs under this grant? ☐ Yes ☐ No
- b. If yes, do you have an Indirect Cost Rate Agreement(s) approved by the Federal Government? ☐ Yes ☐ No
- c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement(s):

From: ____/____/____ To: ____/____/____ (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ HHS ☐ Other (*Please specify*):

(*Attach current indirect cost rate agreement to this report.*)

Certification

7. The Grantee certifies that the state is currently participating in:

The Maternal, Infant, and Early Childhood Home Visiting program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148));

- ☐ Yes
☐ No

Programs authorized under section 619 of part B and part C of the Individuals with Disabilities Education Act (IDEA);

- ☐ Yes
☐ No

The Child Care and Development Fund (CCDF) program

☐ Yes

☐ No

To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Title: _____

Name of Authorized Representative:

Date: ____/____/____

Signature

Executive Summary

Please provide a brief summary of accomplishments, challenges, and lessons learned across the reform areas.

(Enter *narrative* here)

Successful State Systems

Aligning and coordinating early learning and development across the State.

Governance Structure

Please provide any relevant information and updates related to the governance structure for the RTT-ELC State Plan (specifically, please include information on the organizational structure for managing the grant, and the governance-related roles and responsibilities of the Lead Agency, State Advisory Council, and Participating State Agencies).

(Enter *narrative* here)

Stakeholder Involvement

Describe State progress in involving representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the implementation of the activities carried out under the grant.

(Enter *narrative* here)

Proposed Legislation, Policies, or Executive Orders

Describe any changes or proposed changes to state legislation, budgets, policies, executive orders and the like that may have/had an impact on the RTT-ELC State Plan.

(Enter *narrative* here)

Participating State Agencies

Describe any changes in participation and commitment by any of the Participating State Agencies in the State Plan.

(Enter *narrative* here)

High-Quality, Accountable Programs

Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS).

During this 1st year of RTT-ELC implementation, has the State made progress in developing a TQRIS that is based on a statewide set of tiered Program Standards that include--

(1) Early Learning and Development Standards

- ☐ No
☐ Yes

If yes, these standards currently apply to (please check all that apply):

- ☐ State-funded preschool programs
☐ Early Head Start and Head Start programs
☐ Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
☐ Early Learning and Development Programs funded under Title I of ESEA
☐ Early Learning and Development Programs receiving funds from the State's CCDF program:
☐ Center-based
☐ Family Child Care

(2) A Comprehensive Assessment System

- ☐ No
☐ Yes

If yes, these standards currently apply to (please check all that apply):

- ☐ State-funded preschool programs
☐ Early Head Start and Head Start programs
☐ Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA

- ☐ Early Learning and Development Programs funded under Title I of ESEA
- ☐ Early Learning and Development Programs receiving funds from the State's CCDF program:
 - ☐ Center-based
 - ☐ Family Child Care

(3) Early Childhood Educator qualifications

- ☐ No
- ☐ Yes

If yes, these standards currently apply to (please check all that apply):

- ☐ State-funded preschool programs
- ☐ Early Head Start and Head Start programs
- ☐ Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
- ☐ Early Learning and Development Programs funded under Title I of ESEA
- ☐ Early Learning and Development Programs receiving funds from the State's CCDF program:
 - ☐ Center-based
 - ☐ Family Child Care

(4) Family engagement strategies

- ☐ No
- ☐ Yes

If yes, these standards currently apply to (please check all that apply):

- ☐ State-funded preschool programs
- ☐ Early Head Start and Head Start programs
- ☐ Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
- ☐ Early Learning and Development Programs funded under Title I of ESEA
- ☐ Early Learning and Development Programs receiving funds from the State's CCDF program:
 - ☐ Center-based
 - ☐ Family Child Care

(5) Health promotion practices

- ☐ No
- ☐ Yes

If yes, these standards currently apply to (please check all that apply):

- ☐ State-funded preschool programs
- ☐ Early Head Start and Head Start programs
- ☐ Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA

- ☐ Early Learning and Development Programs funded under Title I of ESEA
- ☐ Early Learning and Development Programs receiving funds from the State's CCDF program:
 - ☐ Center-based
 - ☐ Family Child Care

(6) Effective data practices

- ☐ No
- ☐ Yes

If yes, these standards currently apply to (please check all that apply):

- ☐ State-funded preschool programs
- ☐ Early Head Start and Head Start programs
- ☐ Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
- ☐ Early Learning and Development Programs funded under Title I of ESEA
- ☐ Early Learning and Development Programs receiving funds from the State's CCDF program:
 - ☐ Center-based
 - ☐ Family Child Care

Describe progress made in **developing** a TQRIS that is based on a statewide set of tiered Program Standards.

(Enter *narrative* here)

Is the state in the process of **revising** tiered Program Standards in any of the following categories? (If yes, please check all that apply):

- ☐ Early Learning and Development Standards
- ☐ A Comprehensive Assessment System
- ☐ Early Childhood Educator qualifications
- ☐ Family engagement strategies
- ☐ Health promotion practices
- ☐ Effective data practices

For those Program Standards that have not been revised during this 1st year of implementation, is there a **plan to revise** the tiered Program Standards in the upcoming year (if yes, please check all that apply):

- ☐ Early Learning and Development Standards
- ☐ A Comprehensive Assessment System
- ☐ Early Childhood Educator qualifications
- ☐ Family engagement strategies
- ☐ Health promotion practices
- ☐ Effective data practices

The State has made progress in ensuring that (please check all that apply):

- ☐ TQRIS Program Standards are measurable
- ☐ TQRIS Program Standards meaningfully differentiate program quality levels
- ☐ TQRIS Program Standards reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children
- ☐ The TQRIS is linked to the State licensing system for Early Learning and Development Programs.

Please describe progress made in **revising** TQRIS Program Standards.

(Enter ***narrative*** here)

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

(Enter ***narrative*** here)

Performance Measure (B)(2)(c)

In the table, provide data on the numbers and percentages of Early Learning and Development Programs that are participating in the State's TQRIS by type of Early Learning and

Development Program. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Number and percentage of Early Learning and Development Programs in the TQRIS</i>									
		Baseline		2012 (Target) Actual		2013 (Target) Actual		2014 (Target)- Actual		2015 (Target) Actual	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Specify:</i>											
Early Head Start and Head Start ¹											
Programs funded by IDEA, Part C											
Programs funded by IDEA, Part B, section 619											
Programs funded under Title I of ESEA											
Programs receiving from CCDF funds											
Other <i>Describe:</i>											
[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.]											

Please describe the State's strategies to ensure that measurable progress will be made in increasing the number and percentage of Early Learning and Development Programs participating in the State's TQRIS System by the end of the grant period.

(Enter **narrative** here)

¹ Including Migrant and Tribal Head Start located in the State.

Rating and monitoring Early Learning and Development Programs.

Has the State made progress in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS that (please check all that apply):

- ☐ Includes information on valid and reliable tools for monitoring such programs
- ☐ Has trained monitors whose ratings have an acceptable level of inter-rater reliability
- ☐ Monitors and rates Early Learning and Development Programs with appropriate frequency
- ☐ Provides quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (*e.g.*, displaying quality rating information at the program site)
- ☐ Makes program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

Describe progress made in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS.

(Enter *narrative* here)

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in rating and monitoring Early Learning and Development Programs by the end of the grant period.

(Enter *narrative* here)

Promoting access to high-quality Early Learning and Development Programs for Children with High Needs.

Has the state made progress in improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS through the following policies and practices? (If yes, please check all that apply.)

- ☐ Program and provider training
- ☐ Program and provider technical assistance
- ☐ Financial rewards or incentives
- ☐ Higher, tiered child care subsidy reimbursement rates
- ☐ Increased compensation

Number of tiers/levels in the State TQRIS _____

How many programs moved up at least one level within the TQRIS over the last fiscal year?

- State-funded preschool programs _____
- Early Head Start _____
- Head Start programs _____
- Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA _____
- Early Learning and Development Programs funded under Title I of ESEA _____
- Early Learning and Development Programs receiving funds from the State's CCDF program:
 - Center-based _____
 - Family Child Care _____

How many programs moved down at least one level within the TQRIS over the last fiscal year?

- State-funded preschool programs _____
- Early Head Start _____
- Head Start programs _____

- Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA ____
- Early Learning and Development Programs funded under Title I of ESEA ____
- Early Learning and Development Programs receiving funds from the State's CCDF program:
 - Center-based ____
 - Family Child Care ____

Has the State made progress in developing high-quality benchmarks at the highest level(s) of the TQRIS in the following areas? (If yes, check all that apply.)

- ☐ Standards alignment or reciprocity with Early Learning and Development Programs that meet State preschool standards (e.g., content of the standards is the same, or there is a reciprocal agreement between State preschool and the TQRIS)
- ☐ Standards alignment or reciprocity with Early Learning and Development Programs that meet Federal Head Start Performance Standards (e.g., content of the standards is the same, there is a reciprocal agreement between Head Start and the TQRIS, or there is an alternative pathway to meeting the standards)
- ☐ Standards alignment or reciprocity with Early Learning and Development Programs that meet national accreditation standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)
- ☐ Early Learning and Development Standards
- ☐ A Comprehensive Assessment System
- ☐ Early Childhood Educator qualifications
- ☐ Family engagement strategies
- ☐ Health promotion practices
- ☐ Effective data practices
- ☐ Program quality assessments

Please provide more detail on your development of high-quality benchmarks at the highest level(s) of the TQRIS.

(Enter *narrative* here)

For those areas where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in developing high-quality benchmarks at the highest level(s) of the TQRIS by the end of the grant period.

(Enter *narrative* here)

Performance Measures (B)(4)(c)(1) and (2)

In the table below, provide data on the number of Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.					
	Baseline	2012 (Target) Actual	2013 (Target) Actual	2014 (Target) Actual	2015 (Target) Actual
Total number of programs covered by the TQRIS					
Number of programs in Tier 1					
Number of programs in Tier 2					
Number of programs in Tier 3					
Number of programs in Tier 4					
Number of programs in Tier 5					

In the table below, provide data on the number and percentage of children with high needs who are enrolled in Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.											
Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	<i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the TQRIS</i>									
		Baseline		2012 (Target)		2013 (Target)		2014 (Target)		2015 (Target)	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Specify:</i>											
Early Head Start and Head Start ²											
Early Learning and Development Programs funded by IDEA, Part C											
Early Learning and Development Programs funded by IDEA, Part B, section 619											
Early Learning and Development Programs funded under Title I of ESEA											
Early Learning and Development Programs receiving funds from the State's CCDF program											
Other											

² Including Migrant and Tribal Head Start located in the State.

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.

Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the TQRIS									
		Baseline		2012 (Target)		2013 (Target)		2014 (Target)		2015 (Target)	
		Actual		Actual		Actual		Actual		Actual	
		#	%	#	%	#	%	#	%	#	%
<i>Describe:</i>											

For those areas where progress has not been made, describe the State's strategies to ensure that measurable progress will be made in promoting access to high-quality Early Learning and Development Programs for Children with High Needs by the end of the grant period.

(Enter *narrative* here)

Validating the effectiveness of the State TQRIS.

Has your State made progress in validating the effectiveness of the TQRIS?

- ☐ Yes
☐ No

Describe progress made in validating the effectiveness of the TQRIS, or, if progress has not been made, describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.

(Enter *narrative* here)

Please describe the State's strategies for determining whether TQRIS tiers accurately reflect differential levels of program quality.

(Enter *narrative* here)

Please describe the State's strategies, challenges, and progress toward assessing the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

(Enter *narrative* here)

Focused Investment Areas -- Sections (C), (D), and (E)

Check the Focused Investment Areas addressed in your RTT-ELC State Plan:

- ☐ (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- ☐ (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- ☐ (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- ☐ (C)(4) Engaging and supporting families.
- ☐ (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- ☐ (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.
- ☐ (E)(1) Understanding the status of children's learning and development at kindergarten entry.
- ☐ (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

Grantee should complete those sections that correspond with the focused investment areas outlined in the grantee's RTT-ELC application and State Plan.

Early Learning and Development Standards

The State has made progress in ensuring that its Early Learning and Development Standards (check all that apply):

- ☐ Are developmentally, culturally, and linguistically appropriate across each defined age group of infants, toddlers, and preschoolers;
- ☐ Cover all Essential Domains of School Readiness;
- ☐ Are aligned with the State's K-3 academic standards; and
- ☐ Are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities.

Describe the progress made, where applicable. In addition, describe any supports that are in place to promote the understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

(Enter *narrative* here)

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

(Enter *narrative* here)

Comprehensive Assessment Systems

The State has made progress in implementing a developmentally appropriate Comprehensive Assessment System working with Early Learning and Development Programs to (check all that apply):

- ☐ Select assessment instruments and approaches that are appropriate for the target populations and purposes;
- ☐ Strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;
- ☐ Articulate an approach for aligning and integrating assessments and sharing assessment results; and
- ☐ Train Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services.

Describe the progress made, where applicable.

(Enter *narrative* here)

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

(Enter *narrative* here)

Health Promotion

The State has made progress in (check all that apply):

- ☐ Establishing a progression of standards for ensuring children's health and safety;
- ☐ Ensuring that health and behavioral screening and follow-up occur; and
- ☐ Promoting children's physical, social, and emotional development across the levels of your TQRIS Program Standards;
- ☐ Increasing the number of Early Childhood Educators who are trained and supported in meeting the health standards;
- ☐ Promoting healthy eating habits, improving nutrition, expanding physical activity; and
- ☐ Leveraging existing resources to meet ambitious yet achievable annual targets.

Describe the progress made, where applicable.

(Enter *narrative* here)

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

(Enter *narrative* here)

Performance Measure (C)(3)(d)

In the table, provide data on leveraging existing resources to meet ambitious yet achievable statewide targets. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (C)(3)(d): Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
	<i>Baseline and annual targets</i>				
	Baseline (from application)	2012 (Target) Actual	2013 (Target) Actual	2014 (Target) Actual	2015 (Target) Actual
Number of Children with High Needs screened					
Number of Children with High Needs referred for services who received follow-up/treatment					
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care					
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care					
<i>[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.]</i>					

Describe strategies for moving forward on meeting the targets for performance measure (C)(3)(d).

(Enter *narrative* here)

Engaging and Supporting Families

The State has made progress in (check all that apply):

- ☐ Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of your Program Standards;
- ☐ Including information on activities that enhance the capacity of families to support their children's education and development;
- ☐ Increasing the number and percentage of Early Childhood Educators trained and supported to implement the family engagement strategies; and
- ☐ Promoting family support and engagement statewide, including by leveraging other existing resources.

Describe the progress made, where applicable.

*(Enter **narrative** here)*

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

*(Enter **narrative** here)*

Early Childhood Education Workforce

Workforce Knowledge and Competency Framework and progression of credentials.

The State has made progress in developing (check all that apply):

- ☐ A common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes; and
- ☐ A common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework.

Describe the progress made, where applicable.

(Enter *narrative* here)

Describe State progress in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the State Workforce Knowledge and Competency Framework.

(Enter *narrative* here)

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in any or all of these workforce areas by the end of the grant period.

(Enter *narrative* here)

Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

The State has made progress in improving the effectiveness and retention of Early Childhood Educators who work with Children with High Needs with the goal of improving child outcomes (check all that apply):

- ☐ Providing and expanding access to effective professional development opportunities that are aligned with your State's Workforce Knowledge and Competency Framework;
- ☐ Implementing policies and incentives that promote professional and career advancement along an articulated career pathway that is aligned to the Workforce Knowledge and Competency Framework, and that are designed to increase retention, including
 - ☐ Scholarships
 - ☐ Compensation and wage supplements,
 - ☐ Tiered reimbursement rates,
 - ☐ Other financial incentives
 - ☐ Management opportunities
- ☐ Publically reporting aggregated data on Early Childhood Educator development, advancement, and retention
- ☐ Setting ambitious yet achievable targets for --
 - ☐ Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and
 - ☐ Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Describe the progress made, where applicable.

(Enter *narrative* here)

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

(Enter *narrative* here)

Performance Measures (D)(2)(d)(1) and (2):

In the tables below, indicate State progress toward meeting ambitious yet achievable targets for:

- (1) Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and
- (2) Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Performance Measure (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework.					
	Baseline (From Application)	2012 (Target) Actual	2013 (Target) Actual	2014 (Target) Actual	2015 (Target) Actual
Total number of “aligned” institutions and providers					
Total number of Early Childhood Educators credentialed by an “aligned” institution or provider					

Performance Measure (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year									
	Baseline (From Application)		2012 (Target)		2013 (Target)		2014 (Target)		2015 (Target)	
	#	%	#	%	#	%	#	%	#	%
Credential Type 1 <i>Specify:</i>			(target)							
Credential Type 2 <i>Specify:</i>										
Credential Type 3 <i>Specify:</i>										
Credential Type 4 <i>Specify:</i>										
<p><i>Include a row for each credential in the State's proposed progression of credentials, customize the labeling of the credentials, and indicate the highest and lowest credential.</i></p> <p><i>[Please describe the methodology used to collect the data, including any error or data quality information.]</i></p>										

Describe the State's challenges, lessons learned, and strategies for moving forward on meeting the targets for performance measures (D)(2)(d)(1) and (D)(2)(d)(2).

(Enter *narrative* here)

Kindergarten Entry Assessment

The State has made progress in developing a common, statewide Kindergarten Entry Assessment that (check all that apply):

- ☐ Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness;

- ☐ Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities;
- ☐ Is administered beginning no later than the start of school year 2014-2015 to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;
- ☐ Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws; and
- ☐ Is funded, in significant part, with Federal or State resources other than those available under this grant, (*e.g.*, with funds available under section 6111 or 6112 of the ESEA).

Describe the domain coverage of the State's Kindergarten Entry Assessment, validity and reliability efforts regarding the Kindergarten Entry Assessment, and timing of the administration of the Kindergarten Entry Assessment.

(Enter *narrative* here)

Describe the data the State collects or will collect using the Kindergarten Entry Assessment to assess children's learning and developmental progress as they enter kindergarten.

(Enter *narrative* here)

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

(Enter *narrative* here)

Early Learning Data Systems

The State has made progress in enhancing its existing Statewide Longitudinal Data System or building or enhancing a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System and that (check all that apply):

- ☐ Has all of the Essential Data Elements;
- ☐ Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;
- ☐ Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data;
- ☐ Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; and
- ☐ Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

If applicable, describe the State's progress in building or enhancing a Statewide Longitudinal Data System in the State that meets the criteria described above.

(Enter narrative here)

If applicable, please describe the State's progress in building or enhancing a separate early learning data system that aligns with and is interoperable with the Statewide Longitudinal Data System and that meets the criteria described above.

(Enter narrative here)

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

(Enter *narrative* here)

Invitational Priorities

Grantee should include a narrative for those invitational priority areas that were addressed in your RTT-ELC application.

Sustaining Program Effects in the Early Elementary Grades. (Invitational Priority 4)

The State has made progress in (check all that apply):

- ☐ Enhancing your current standards for kindergarten through grade 3 to align them with the Early Learning and Development Standards across all Essential Domains of School Readiness;
- ☐ Ensuring that transition planning occurs for children moving from Early Learning and Development Programs to elementary schools;
- ☐ Promoting health and family engagement, including in the early grades;
- ☐ Increasing the percentage of children who are able to read and do mathematics at grade level by the end of the third grade; and
- ☐ Leveraging existing Federal, State, and local resources.

Describe the progress made, if applicable.

(Enter *narrative* here)

Encouraging Private-Sector Support (Invitational Priority 5)

Describe State's progress in engaging the private sector in supporting the implementation of the State Plan, if applicable.

(Enter *narrative* here)

Additional Information

Please provide any additional information regarding progress, challenges, and lessons learned that is not addressed elsewhere in this report.

(Enter *narrative* here)

Data Tables:

Commitment to early learning and development.

In the tables that follow, provide updated data on the State's commitment to early learning and development as demonstrated in Section A(1) of the State's RTT-ELC application.

- Data on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.
- Data on program quality across different types of Early Learning and Development Programs.
- The number of Children with High Needs participating in each type of Early Learning and Development Program.
- Data on funding for early learning and development in the State.
- Data on the number and percentage of Children with High Needs from special populations in the State.
- Data on the current status of the State's early learning and development standards.
- Data on the Elements of a Comprehensive Assessment System currently required within the State.

Table 1: Children from Low-Income families, by age

In the table below, provide data for the current and previous grant years on the number and percentage of children from Low-Income families in the State, by age. [Low-Income is defined as having an income of up to 200% of the Federal poverty rate.]

Table 1: Children from Low-Income families, by age (Application Table (A)(1)-1). Provide the number of low-income families in the State and the number of children from low-income families as a percentage of all children in the state.										
	2011		2012		2013		2014		2015	
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State	# of low-income children in the state	# of low-income children as a % of all children in the state	# of low-income children in the state	# of low-income children as a % of all children in the state	# of low-income children in the state	# of low-income children as a % of all children in the state	# of low-income children in the state	# of low-income children as a % of all children in the state
Infants under age 1										
Toddlers ages 1 through 2										
Preschoolers ages 3 to kindergarten entry										
Total number of children, birth to kindergarten entry, from low-income families.										

Table 2: Special populations of Children with High Needs

In the table below, provide data for the current and previous grant years on the number and percentage of Children with High Needs from special populations in the State.

Table 2: Special populations of Children (from birth to kindergarten entry) with High Needs. (Application Table (A)(1)-2).										
	2011		2012		2013		2014		2015	
Special populations: Children who ...	Number of children in the State who...	Percentage of children in the State who...	# of children in the State who...	% of children in the State who...	# of children in the State who...	% of children in the State who...	# of children in the State who...	% of children in the State who...	# of children in the State who...	% of children in the State who...
Have disabilities or developmental delays ³										
Are English learners ⁴										
Reside on "Indian Lands"										

³ For purposes of this report, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

⁴ For purposes of this report, children who are English learners are children birth through kindergarten entry that has home languages other than English.

Table 2: Special populations of Children (from birth to kindergarten entry) with High Needs. (Application Table (A)(1)-2).

	2011		2012		2013		2014		2015	
Special populations: Children who ...	Number of children in the State who...	Percentage of children in the State who...	# of children in the State who...	% of children in the State who...	# of children in the State who...	% of children in the State who...	# of children in the State who...	% of children in the State who...	# of children in the State who...	% of children in the State who...
Are migrant⁵										

⁵ For purposes of this report, children who are migrant are children birth through kindergarten entry who meets the definition of “migratory child” in ESEA section 1309(2).

Table 3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

In the table below, provide data for the current and previous grant years on the number of Children with High Needs in the State who are enrolled in Early Learning and Development Programs, by age.

Table 3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age (Application Table (A)(1)-3).

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age																			
	2011				2012				2013				2014				2015			
	Infants < 1	Toddlers ages 1 - 2	Children ages 3 to K-entr y	Total	< 1	1 - 2	3 to K-entr y	Tot.	< 1	1 - 2	3 to K-entr y	Tot.	< 1	1 - 2	3 to K-entr y	Tot.	< 1	1 - 2	3 to K-entr y	Tot.
State-funded preschool																				
<i>Specify: Data Source and Year:</i>																				
Early Head Start and Head Start⁶																				

⁶ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table 3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age (Application Table (A)(1)-3).

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age																			
	2011				2012				2013				2014				2015			
	Infants < 1	Toddlers ages 1 - 2	Children ages 3to K-entr y	Total	< 1	1 - 2	3 to K-entr y	Tot.	< 1	1 - 2	3 to K-entr y	Tot.	< 1	1 - 2	3 to K-entr y	Tot.	< 1	1 - 2	3 to K-entr y	Tot.
Data Source and Year:																				
Programs and services funded by IDEA Part C and Part B, section 619 Data Source and Year:																				
Programs funded under Title I of ESEA Data Source and Year:																				

Table 3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age (Application Table (A)(1)-3).

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age																			
	2011				2012				2013				2014				2015			
	Infants < 1	Toddlers ages 1 - 2	Children ages 3to K-entr y	Total	< 1	1 - 2	3 to K-entr y	Tot.	< 1	1 - 2	3 to K-entr y	Tot.	< 1	1 - 2	3 to K-entr y	Tot.	< 1	1 - 2	3 to K-entr y	Tot.
Programs receiving funds from the State's CCDF program <i>Data Source and Year:</i>																				
Other <i>Specify:</i> <i>Data Source and Year:</i>																				
<i>Add additional rows as needed.</i>																				
<i>[Enter text here to clarify or explain any of these data if needed.]</i>																				

Table 4: Data on funding for Early Learning and Development

In the table below, provide data on the funding for Early Learning and Development in the State.

Note: For those states that have a biennial state budget, please complete for all fiscal years for which state funds have been appropriated.

Table 4: Data on funding for Early Learning and Development (Application Table (A)(1)-4).					
Type of investment	Funding for each Fiscal Year				
	2011	2012	2013	2014	2015
Supplemental State spending on Early Head Start and Head Start⁷					
State-funded preschool <i>Specify:</i>					
State contributions to IDEA Part C					
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry					
Total State contributions to CCDF⁸					
State match to CCDF <i>Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)</i>					
TANF spending on Early Learning and Development Programs⁹					
Other State contributions <i>Specify:</i>					
Other State contributions <i>Specify:</i>					
Total State contributions:					
<i>[Enter text here to indicate data source and clarify or explain any of these data, including the State's fiscal year end date.]</i>					

⁷ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

⁸ Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

⁹ Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

Table 5: Data on the participation of Children with High Needs in Early Learning and Development Programs in the State

In the table below, provide data for the current and previous grant years on the number of Children with High Needs participating in each type of Early Learning and Development Program in the State.

Table 5: Data on the participation of Children with High Needs in Early Learning and Development Programs in the State (Application Table (A)(1)-5). <i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>					
Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program¹⁰				
	2011	2012	2013	2014	2015
State-funded preschool <i>(annual census count; e.g., October 1 count)</i> <i>Specify:</i>					
Early Head Start and Head Start¹¹ <i>(funded enrollment)</i>					
Programs and services funded by IDEA Part C and Part B, section 619 <i>(annual December 1 count)</i>					
Programs funded under Title I of ESEA <i>(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)</i>					
Programs receiving CCDF funds <i>(average monthly served)</i>					
Other <i>Describe:</i>					
<i>[Enter text here to indicate data source and clarify or explain any of these data if needed. The final column of data should match that reported in Table 3.]</i>					

¹⁰ Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

¹¹ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table 6: Data on the Current status of the State’s Early Learning and Development Standards

In the table below, update the data provided in the State’s application regarding the current status of Early Learning and Development Standards.

Table 6: Current status of the State’s Early Learning and Development Standards (Application Table (A)(1)-6)

Please place an “X” in the boxes to indicate where the State’s Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness

Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development			
Cognition and general knowledge (including early math and early scientific development)			
Approaches toward learning			
Physical well-being and motor development			
Social and emotional development			
[Enter text to explain or clarify information as needed]			

Table 7: Data on the Elements of a Comprehensive Assessment System currently required within the State

Table 7: Elements of a Comprehensive Assessment System currently required within the State (Application Table (A)(1)-7).					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool <i>Specify:</i>					
Early Head Start and Head Start¹²					
Programs funded under IDEA Part C					
Programs funded under IDEA Part B, section 619					
Programs funded under Title I of ESEA					
Programs receiving CCDF funds					
Current Quality Rating and Improvement System requirements <i>Specify by tier (add rows if needed):</i>					
State licensing requirements					
Other <i>Describe:</i>					
<i>[Edit the labels on the above rows as needed, and enter text here to clarify or explain any of the data, if necessary.]</i>					

¹² Including Migrant and Tribal Head Start located in the State.

Additional Performance Measures Tables

Update any additional performance measure, if applicable.

Performance Measures – Other (if applicable)					
<i>[Insert title here]</i>					
Project Goals/Desired Outcomes:					
Narrative: <i>[Briefly describe...]</i>					
Annual Targets for Key Performance Measures:					
Performance Measures for (other):					
<i>[Customize performance measure tables as appropriate]</i>					
	Baseline (from Application)	2012 (Target) Actual	2013 (Target) Actual	2014 (Target) Actual	2015 (Target) Actual

Budget Information

Please describe what activities and mechanisms (e.g., contracts, MOUs, etc.) the State is using to distribute funds from the RTT-ELC budget to local programs, early learning intermediary organizations, participating programs, individuals (including scholars), and other partners.

(Enter *narrative* here)

Please describe the entities (or types of individuals) to whom the State is distributing RTT-ELC funds through subgranting.

(Enter *narrative* here)

Please provide a brief summary of any substantive changes that were made to the State RTT-ELC budget within the past year.

(Enter *narrative* here)

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

(Enter *narrative* here)

Budget Tables

Budget Table 1: Overall Budget Summary by Budget Category--Include budget totals for each budget category for the current grant year.

Budget Table 1: Overall Budget Summary by Budget Category	
Budget Categories	Grant Year 1
1. Personnel	
2. Fringe Benefits	
3. Travel	
4. Equipment	
5. Supplies	
6. Contractual	
7. Training Stipends	
8. Other	
9. Total Direct Costs (add lines 1-8)	
10. Indirect Costs*	
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	
12. Funds set aside for participation in grantee technical assistance	
13. Total Grant Funds Requested (add lines 9-12)	

Budget Table 1: Overall Budget Summary by Budget Category	
Budget Categories	Grant Year 1
14. Funds from other sources used to support the State Plan	
15. Total Statewide Budget (add lines 13-14)	
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>	

PROJECT BUDGET TABLES

The State must complete a Budget Table for each project

Budget Table 2: Project 1 <Project Number and Name>	
Budget Categories	Grant Year 1
1. Personnel	
2. Fringe Benefits	
3. Travel	
4. Equipment	
5. Supplies	
6. Contractual	
7. Training Stipends	
8. Other	
9. Total Direct Costs (add lines 1-8)	
10. Indirect Costs*	
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	
12. Funds set aside for participation in grantee technical assistance	
13. Total Grant Funds Requested (add lines 9-12)	
14. Funds from other sources used to support the State Plan	
15. Total Budget (add lines 13-14)	
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>	

DEFINITIONS

Note: All definitions below are taken from the notice.

Children with High Needs means children from birth through kindergarten entry who are from Low-Income families or otherwise in need of special assistance and support, including children who have disabilities or developmental delays; who are English learners; who reside on “Indian lands” as that term is defined by section 8013(6) of the ESEA; who are migrant, homeless, or in foster care; and other children as identified by the State.

Common Education Data Standards (CEDS) means voluntary, common standards for a key set of education data elements (e.g., demographics, program participation, transition, course information) at the early learning, K-12, and postsecondary levels developed through a national collaborative effort being led by the National Center for Education Statistics. CEDS focus on standard definitions, code sets, and technical specifications of a subset of key data elements and are designed to increase data interoperability, portability, and comparability across Early Learning and Development Programs and agencies, States, local educational agencies, and postsecondary institutions.

Comprehensive Assessment System means a coordinated and comprehensive system of multiple assessments, each of which is valid and reliable for its specified purpose and for the population with which it will be used, that organizes information about the process and context of young children’s learning and development in order to help Early Childhood Educators make informed instructional and programmatic decisions and that conforms to the recommendations of the National Research Council reports on early childhood.

A Comprehensive Assessment System includes, at a minimum--

- (a) Screening Measures;
- (b) Formative Assessments;
- (c) Measures of Environmental Quality; and
- (d) Measures of the Quality of Adult-Child Interactions.

Data System Oversight Requirements means policies for ensuring the quality, privacy, and integrity of data contained in a data system, including--

(a) A data governance policy that identifies the elements that are collected and maintained; provides for training on internal controls to system users; establishes who will have access to the data in the system and how the data may be used; sets appropriate internal controls to restrict access to only authorized users; sets criteria for determining the legitimacy of data requests; establishes processes that verify the accuracy, completeness, and age of the data elements maintained in the system; sets procedures for determining the sensitivity of each inventoried element and the risk of harm if those data were improperly disclosed; and establishes procedures for disclosure review and auditing; and

(b) A transparency policy that informs the public, including families, Early Childhood Educators, and programs, of the existence of data systems that house personally identifiable information, explains what data elements are included in such a system, enables parental consent to disclose personally identifiable information as appropriate, and describes allowable and potential uses of the data.

Early Childhood Educator means any professional working in an Early Learning and Development Program, including but not limited to center-based and family child care providers; infant

and toddler specialists; early intervention specialists and early childhood special educators; home visitors; related services providers; administrators such as directors, supervisors, and other early learning and development leaders; Head Start teachers; Early Head Start teachers; preschool and other teachers; teacher assistants; family service staff; and health coordinators.

Early Learning and Development Program means any (a) State-licensed or State-regulated program or provider, regardless of setting or funding source, that provides early care and education for children from birth to kindergarten entry, including, but not limited to, any program operated by a child care center or in a family child care home; (b) preschool program funded by the Federal Government or State or local educational agencies (including any IDEA-funded program); (c) Early Head Start and Head Start program; and (d) a non-relative child care provider who is not otherwise regulated by the State and who regularly cares for two or more unrelated children for a fee in a provider setting. A State should include in this definition other programs that may deliver early learning and development services in a child's home, such as the Maternal, Infant and Early Childhood Home Visiting; Early Head Start; and part C of IDEA¹³.

Early Learning and Development Standards means a set of expectations, guidelines, or developmental milestones that--

(a) Describe what all children from birth to kindergarten entry should know and be able to do and their disposition toward learning;

(b) Are appropriate for each age group (*e.g.*, infants, toddlers, and preschoolers); for English learners; and for children with disabilities or developmental delays;

(c) Cover all Essential Domains of School Readiness; and

(d) Are universally designed and developmentally, culturally, and linguistically appropriate.

Early Learning Intermediary Organization means a national, statewide, regional, or community-based organization that represents one or more networks of Early Learning and Development Programs in the State and that has influence or authority over them. Such Early Learning Intermediary Organizations include, but are not limited to, Child Care Resource and Referral Agencies; State Head Start Associations; Family Child Care Associations; State affiliates of the National Association for the Education of Young Children; State affiliates of the Council for Exceptional Children's Division of Early Childhood; statewide or regional union affiliates that represent Early Childhood Educators; affiliates of the National Migrant and Seasonal Head Start Association; the National Tribal, American Indian, and Alaskan Native Head Start Association; and the National Indian Child Care Association.

Essential Data Elements means the critical child, program, and workforce data elements of a coordinated early learning data system, including--

(a) A unique statewide child identifier or another highly accurate, proven method to link data on that child, including Kindergarten Entry Assessment data, to and from the Statewide Longitudinal Data System and the coordinated early learning data system (if applicable);

(b) A unique statewide Early Childhood Educator identifier;

¹³ Note: Such home-based programs and services will most likely not participate in the State's Tiered Quality Rating and Improvement System unless the State has developed a set of Tiered Program Standards specifically for home-based programs and services.

- (c) A unique program site identifier;
- (d) Child and family demographic information;
- (e) Early Childhood Educator demographic information, including data on educational attainment and State credential or licenses held, as well as professional development information;
- (f) Program-level data on the program's structure, quality, child suspension and expulsion rates, staff retention, staff compensation, work environment, and all applicable data reported as part of the State's Tiered Quality Rating and Improvement System; and
- (g) Child-level program participation and attendance data.

Essential Domains of School Readiness means the domains of language and literacy development, cognition and general knowledge (including early mathematics and early scientific development), approaches toward learning, physical well-being and motor development (including adaptive skills), and social and emotional development.

Formative Assessment (also known as a classroom-based or ongoing assessment) means assessment questions, tools, and processes--

- (a) That are--
 - (1) Specifically designed to monitor children's progress in meeting the Early Learning and Development Standards;
 - (2) Valid and reliable for their intended purposes and their target populations;
 - (3) Linked directly to the curriculum; and
- (b) The results of which are used to guide and improve instructional practices.

High-Quality Plan means any plan developed by the State to address a selection criterion or priority in the notice that is feasible and has a high probability of successful implementation and at a minimum includes--

- (a) The key goals;
- (b) The key activities to be undertaken; the rationale for the activities; and, if applicable, where in the State the activities will be initially implemented, and where and how they will be scaled up over time to eventually achieve statewide implementation;
- (c) A realistic timeline, including key milestones, for implementing each key activity;
- (d) The party or parties responsible for implementing each activity and other key personnel assigned to each activity;
- (e) Appropriate financial resources to support successful implementation of the plan;
- (f) The information requested as supporting evidence, if any, together with any additional information the State believes will be helpful to peer reviewers in judging the credibility of the plan;

- (g) The information requested in the performance measures, where applicable;
- (h) How the State will address the needs of the different types of Early Learning and Development Programs, if applicable; and
- (i) How the State will meet the needs of Children with High Needs, as well as the unique needs of special populations of Children with High Needs.

Kindergarten Entry Assessment means an assessment that--

- (a) Is administered to children during the first few months of their admission into kindergarten;
- (b) Covers all Essential Domains of School Readiness;
- (c) Is used in conformance with the recommendations of the National Research Council¹⁴ reports on early childhood; and
- (d) Is valid and reliable for its intended purposes and for the target populations and aligned to the Early Learning and Development Standards. Results of the assessment should be used to inform efforts to close the school readiness gap at kindergarten entry and to inform instruction in the early elementary school grades. This assessment should not be used to prevent children's entry into kindergarten.

Lead Agency means the State-level agency designated by the Governor for the administration of the RTT-ELC grant; this agency is the fiscal agent for the grant. The Lead Agency must be one of the Participating State Agencies.

Low-Income means having an income of up to 200 percent of the Federal poverty rate.

Measures of Environmental Quality means valid and reliable indicators of the overall quality of the early learning environment.

Measures of the Quality of Adult-Child Interactions means the measures obtained through valid and reliable processes for observing how teachers and caregivers interact with children, where such processes are designed to promote child learning and to identify strengths and areas for improvement for early learning professionals.

Participating State Agency means a State agency that administers public funds related to early learning and development and is participating in the State Plan. The following State agencies are required Participating State Agencies: the agencies that administer or supervise the administration of CCDF, the section 619 of part B of IDEA and part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration Grant, and the Title V Maternal and Child Care Block Grant, as well as the State Advisory Council on Early Childhood Education and Care, the State's Child Care Licensing Agency, and the State Education Agency. Other State agencies, such as the agencies that administer or supervise the administration of Child Welfare, Mental Health, Temporary Assistance for Needy Families (TANF), Community-Based Child Abuse Prevention, the Child and Adult Care Food

¹⁴ National Research Council. (2008). Early Childhood Assessment: Why, What, and How. Committee on Developmental Outcomes and Assessments for Young Children, C.E. Snow and S.B. Van Hemel, Editors. Board on Children, Youth, and Families, Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.
http://www.nap.edu/catalog.php?record_id=12446

Program, and the Adult Education and Family Literacy Act (AEFLA) may be Participating State Agencies if they elect to participate in the State Plan.

Participating Program means an Early Learning and Development Program that elects to carry out activities described in the State Plan.

Program Standards means the standards that serve as the basis for a Tiered Quality Rating and Improvement System and define differentiated levels of quality for Early Learning and Development Programs. Program Standards are expressed, at a minimum, by the extent to which--

(a) Early Learning and Development Standards are implemented through evidence-based activities, interventions, or curricula that are appropriate for each age group of infants, toddlers, and preschoolers;

(b) Comprehensive Assessment Systems are used routinely and appropriately to improve instruction and enhance program quality by providing robust and coherent evidence of--

(1) Children's learning and development outcomes; and

(2) program performance;

(c) A qualified workforce improves young children's health, social, emotional, and educational outcomes;

(d) Strategies are successfully used to engage families in supporting their children's development and learning. These strategies may include, but are not limited to, parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and adult and family literacy programs, parent involvement in decision making, and parent leadership development;

(e) Health promotion practices include health and safety requirements; developmental, behavioral, and sensory screening, referral, and follow up; and the promotion of physical activity, healthy eating habits, oral health and behavioral health, and health literacy among parents; and

(f) Effective data practices include gathering Essential Data Elements and entering them into the State's Statewide Longitudinal Data System or other early learning data system, using these data to guide instruction and program improvement, and making this information readily available to families.

Screening Measures means age and developmentally appropriate, valid, and reliable instruments that are used to identify children who may need follow-up services to address developmental, learning, or health needs in, at a minimum, the areas of physical health, behavioral health, oral health, child development, vision, and hearing.

State means any of the 50 States, the District of Columbia, and Puerto Rico.

State Plan means the plan submitted as part of the State's RTT-ELC application.

Statewide Longitudinal Data System means the State's longitudinal education data system that collects and maintains detailed, high-quality, student- and staff-level data that are linked across entities and that over time provide a complete academic and performance history for each student. The Statewide Longitudinal Data System is typically housed within the State educational agency but includes or can be connected to early childhood, postsecondary, and labor data.

Tiered Quality Rating and Improvement System means the system through which the State uses a set of progressively higher Program Standards to evaluate the quality of an Early Learning and Development Program and to support program improvement. A Tiered Quality Rating and Improvement System consists of four components: (a) tiered Program Standards with multiple rating categories that clearly and meaningfully differentiate program quality levels; (b) monitoring to evaluate program quality based on the Program Standards; (c) supports to help programs meet progressively higher standards (*e.g.*, through training, technical assistance, financial support); and (d) program quality ratings that are publically available; and includes a process for validating the system.

Workforce Knowledge and Competency Framework means a set of expectations that describes what Early Childhood Educators (including those working with children with disabilities and English learners) should know and be able to do. The Workforce Knowledge and Competency Framework, at a minimum, (a) is evidence-based; (b) incorporates knowledge and application of the State's Early Learning and Development Standards, the Comprehensive Assessment Systems, child development, health, and culturally and linguistically appropriate strategies for working with families; (c) includes knowledge of early mathematics and literacy development and effective instructional practices to support mathematics and literacy development in young children; (d) incorporates effective use of data to guide instruction and program improvement; (e) includes effective behavior management strategies that promote positive social emotional development and reduce challenging behaviors; and (f) incorporates feedback from experts at the State's postsecondary institutions and other early learning and development experts and Early Childhood Educators.